

**DIFFERING INTERPRETATIONS OF KEY MANAGEMENT TERMS:**

**OLD VERSUS NEW POLAND**

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**Abstract**

This two-stage research project applies associative group analysis to highlight the changing mindsets of workforce entrants in Poland following the country's economic reforms and the dismantling of the Communist system from 1989-1997. By systematically examining free associations to key management terms, the research reveals that the prevailing work ethic and concerns of young business-minded Poles have dramatically changed. These people now have a richer understanding of and appreciation for key market concepts, and they recognize the critical need for personal development for effective performance in the workplace. Their associations in some ways resemble those of their American counterparts, but in significant ways they remain distinctive.

## **CONVERGENCE OF WORK ATTITUDES IN A GLOBAL ERA?**

With the fall of the Communist system in much of Central and Eastern Europe, new economic activities have begun to take root and economic participants throughout the region have begun to play new roles in society. Newly privatized enterprises and sprouting commercial ventures rely on managers and employees who can attend to market forces and demonstrate levels of independent action and customer service largely unseen in the half century since World War II. Some observers have asserted that commercial practices now must more closely resemble the ways of the U.S. and other market economies, for the way business organizations function around the world appear to be converging. Technology and the logic of industrialization were regarded as the principal forces driving this trend. As Kerr put in 1960, the technology common to industrializing societies generates increasingly uniform patterns of bureaucracy and rationality. ...Industrial societies become more alike and different national identities play a smaller role (Kerr, 1960).

Since that time the argument has gained momentum. It has been reinforced by global economic interdependence, the logic of international alliances and partnerships, and the need to serve global markets in a world where many countries, especially after the fall of Communism, pursue very similar economic policies and create similar institutional arrangements for sustaining business activities. Poland and other reform-minded countries in Central Europe have significantly changed since the fall of the Berlin Wall, and the variety and range of economic institutions have transformed the urban landscape.

Attitudes towards work, careers, employment and economic participation are swayed by a variety of factors. Practical experiences in work environments play a role, as do the broader cultural traditions of a particular society (Mead, 1994). Many observers report informally life and work has changed considerably in Poland, but there is little evidence documenting the change from a

psychological perspective. In this study we compare and contrast the attitudes of workforce entrants in Poland in 1989 versus 1997. Workforce entrants by definition have very limited real life experience in organizational participation (other than at schools) and their ideas about work and careers are shaped by the socialization process during which they internalize traditional values and popular notions prevailing in society. Nonetheless, these people are the future managerial elite of society, and especially since the opening up of Eastern Europe, this new generation of workers is also subjected to global influences. In the age of jet travel, the Internet and mass communications and an international mass culture, one may expect their ideas about work and business to be increasingly similar, even if they come from societies with such different cultural traditions and economic institutions as Poland and the USA.

This paper compares the work and group ethics of Polish workforce entrants over an eight year span, and contrasts them with a similar group of Americans. Instead of relying on survey instruments, it uses the Associative Group Analysis methodology in an effort to expose the deep layers of spontaneously held beliefs.

### **STUDYING VALUES AND CULTURAL CHANGE**

The volume of cross-cultural studies pertaining to business has increased in recent years. The best known studies build on a large quantity of empirical data collected via questionnaire survey administered cross-nationally (Hofstede, 1980; Lincoln, Hanada, and Olson, 1981; Ronen and Shenkar, 1985; Lincoln, 1989; Harpaz, 1990). Though varied approaches underlie these studies, they all use survey questions designed to capture similarities and differences in beliefs and attitudes pertaining to work and organizations. More recent studies of culture (Schwartz, 1994; Smith, Dugan and Trompenaars, 1996) have extended our understanding of the link between culture and values.

Integrating findings from cross-national attitude surveys into meaningful models of cultural differences is made difficult because of the many levels or dimensions of culture of which opinions and attitudes are just one. Culture can be conceived of as held values ("how things ought to be") at the center with concentric circles of attitudes, beliefs and opinions forming the "outer" edges (Hofstede, 1983; Hofstede, Neuijen, Ohayv, and Sanders, 1990). Many survey studies tend not to control for different meanings and thus tend to "scratch the surface zones" of culture. Moreover, as is well known, responses to survey questions tend to become influenced by what respondents believe they are "expected" to say, and so may be unspontaneous.

"Single issue" studies may yield disappointing results because culture as a *design for living* is actually a *system* of interrelated values and meanings (Namenwirth & Weber, 1987). A particular attitude cannot be explained without reference to a whole set of related attitudes, meanings and values that together constitute the "mental maps" shared by the group. Describing these "maps of meaning" shared by a group, and their similarities and differences as compared with another group, allows for a deeper level of understanding of cultural differences and provides an approach that may have greater predictive power and utility for cross-cultural research and cross-cultural training. For this study, culture is examined as the set of associations shared by members of a group. Through acculturation in any society, people develop shared patterns of associations.

The present paper uses a research methodology that examines shared associations to identify and describe cultural differences. By using associative group analysis to study comparative groups= free associations to key management terms, the paper reveals deeper differences than those that surface through some other research methods (Malpass and Poortinga, 1986).

## **RESEARCHING SHARED MEANINGS WITHIN NATIONAL GROUPS**

The concept of implicit culture refers to the psychological dispositions, perceptions, and motivations shared by people with similar backgrounds and experiences that organize and direct their overt behavior. Whereas observable behavior and attitude is relatively easy to describe, it is methodologically more difficult to investigate subjective culturally shared dispositions (Noble, 1952; Triandis, 1972; Szalay and Maday, 1973; Trompenaars, 1993).

There is considerable convergence in the approaches of anthropologists and psychologists to the study of implicit culture. Labels such as "explicit lexicon" (Miller, 1967), "meaning systems" (Osgood, Suci, and Tannenbaum, 1957), "cognitive map" (Tolman, 1948), "thought world" (Whorf, 1956), all have essentially the same referent -- a sensory/cognitive representation of the world whose organization exerts various degrees of influence on behavior. Culture is a shared yet often implicit matrix of meanings that structure the perception of the world (Geertz, 1973, 1975; Schneider, 1976; Boyacigillar, Kleinberg, Phillips, and Sackman, 1996).

Subjective meanings and images learned by experience represent important elements of one's understanding of the environment. These elements can be given word labels and called **themes** (Szalay and Maday, 1973). Culture may be viewed as "group-specific cognitive organization or world view comprised of the mosaic elements of meanings" (Szalay and Maday, 1973: 33). Triandis and Vassilou (1967) have pointed to the close relationship between people's subjective meanings and their behavior, observing that psychologists assume that "the system of cognition of subjects constitutes a map of the ways they conceive the environment," and that different cultural maps offer the key to different cultural behavior. Therefore, we assert that a shared culture implies a shared set of associations. The associative group analysis (AGA) method employed in this study explores the overall sensory/cognitive representation of the world as a system of organized themes from a selected domain of life, in this case the work life and business organization. Figure 1 presents a model of economic participation, identifying a set of 36 themes that have bearing on an individual's participation in economic life.

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Insert Figure 1 about here

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Associative group analysis is an unstructured method of research used to reconstruct people's

subjective images from the spontaneous distributions of their free associations. The aim of the approach is to determine how people actually perceive and evaluate a particular issue or concept, carefully considering the characteristics they consider most important. The method relies on the analysis of free associations to reconstruct the internal world and subjective meanings of people, arenas inaccessible by more direct methods. The basic unit of analysis is the stimulus word, or theme word, which evokes these associations and hence serves as a key unit in the perceptual representational system.

The response lists, which are the distribution of associations reported by a sample of respondents from each national culture, reveal the mosaic pieces of the subjective perceptions and evaluations of the respondents. Talled response scores reveal how salient a particular idea or attitude is as a mosaic element of the collective subjective representation of a particular theme. The response distributions provide insights into the subjective worlds of the group while the response score indicates how important each piece of information is in reconstructing a group's subjective image.

Content analysis is used to organize the responses into relevant clusters or categories. These clusters reveal major response trends and highlight dominant perceptions and evaluations. They constitute the components of meaning of the theme words in the minds of respondent groups. Since this word-association-based assessment goes beyond the perceptual/cognitive dimensions to include affective/motivational dimensions, the mapping may be better characterized as the reconstruction of a group's system of subjective representations (Szalay & Deese, 1978:353).

These characteristics of the AGA method make it particularly well suited for comparative studies of cultural differences among national groups. As Szalay and Kelly remark, AGA provides a "measure of relative meaningfulness -- a sensitive measure of group- or culture-specific

meaningfulness or dominance of a particular theme and, by extension, particular beliefs. ...The dominance of scores thus provide insights into the more salient (vertical) dimensions of belief systems and permits direct cross-national comparisons" (Szalay & Kelly, 1988: 599). The results clarify how different groups organize and integrate their perception and understanding of the world around them (e.g. Szalay, 1993).

### **DOMINANT MINDSETS OF POLISH WORKFORCE ENTRANTS**

Recent economic reforms in Poland have created very different approaches to organizing business and social institutions. Many now debate whether Polish business environment is "converging" to Western practice. This thinking assumes that economic progress brings with it a shift of values from collectivism to individualism (Hofstede, 1983; Triandis, 1995). In the Polish case, some are claiming that people are embracing the capitalistic system practiced elsewhere in the world emphasizing different values and work ethic than was common under the Communist system.

If young professionals around the world learn similar business principles and they are shaped by an international mass culture, one might expect key values to converge. Thus if one were to compare the work ethic of Polish and American workforce entrants, one might expect to find important similarities. Polish young people may now hold values less oriented towards the collectivism of a Communist society, may practice less rigid ways of thinking than that preached by Communist dogma, and now they may find meaning in their work through achievement and self-actualization. Changes in the work ethic of Western-influenced Polish young people should thus become evident by studying old and new Polish associations to management themes and comparing them to the associations Americans hold for these same themes. The set of 36 themes in Figure 1 explores five dimensions of business life: environment, structure, process, people, and outputs.

## **DATA COLLECTION AND ANALYSIS**

Workforce entrants by definition have not been subjected to the extensive organizational socialization of the workplace. Therefore they are likely to carry fresh ideas possibly contrarian to established business culture. The meanings they attach to particular business related themes are shaped by several interacting forces: the formal study of business, the broader influence of society and economic forces, and the influence of international mass culture. The subjects studied in this research were economics students at the end of their academic programs. To qualify for the sample, they had to have had some direct exposure to business by working at least two months inside an organization. This requirement insured that the two group's practical exposure to theme referents was comparable.

The research was conducted using two groups of Polish students from the same university setting enrolled in the same academic program eight years apart, 1989 and 1997. Though comparative data were not literally from the same people responding at the two different times in their lives -- a requirement for a purely longitudinal study -- the research is in some sense longitudinal because the two groups were comparable in most ways -- same age, same city, same university, same academic program. The American group similarly was comprised of similar aged students from a U.S. business school of comparable standing. Each group of respondents included one hundred participants (100), all in their twenties with some work experience (a minimum of two months). Using similar-aged student groups from both countries improved the likelihood that comparisons would reflect basic differences in cultural understandings. Each respondent was presented with a group of 36 cards showing theme words pertaining to participation in the economic system (the market, company, competition, management, boss, union, work group, etc.). Respondents considered one card at a time, one minute each. Each card listed a single theme word multiple times,

leaving enough space on each line for them to write down their free associations to the given theme. Polish respondents were shown the theme words in Polish. American respondents were presented with the words in English.

The response cards were scored following the AGA procedure, where each subject's responses to a given theme word were assigned points based on their proximity to the top of the respondent's list (reflecting the readiness with which the associations came to the respondent's mind). Weights were assigned to the responses on each card. Beginning at the top of the list, the first association received a score of 6, the second 5, the next 4, and subsequent responses received scores 3,3,3,3,2,2,1,1,1. These weights, prescribed by the AGA method, were empirically derived in earlier research assuring rank-place stability, as assessed by the test-retest method (Kelly, 1985). To be included in the subsequent analysis, associations had to be reported by more than one respondent. Each association reported by multiple respondents was assigned a point value obtained by aggregating the scores generated by all respondents for that period. This yielded two response lists of associations for each theme word, one for the 1989 group and another for 1997. An American response list was developed in similar manner by aggregating responses across American respondents. [See Table A-1 in the Appendix for an example using the theme word *company*.] These group response lists offer an exhaustive inventory of the theme's psychological meaning for each group.

The total score generated in response to a theme is the *salience* of that theme in the cognitive patterns of the sample population. Salience reflects the richness of associations that come to mind among respondents in response to a theme. It is a measure of *meaningfulness*, in the sense that it reflects the total magnitude of associations linked to the theme in the minds of respondents.

To compare the response lists in more detail, one can determine *components of meaning* for

each theme. To do this, a common set of categories had to be identified for grouping the responses of the two Polish participant groups and the American group. Towards this end, elements of each response list were categorized using content analysis by a team of native speakers from each language. Three Polish people performed the analysis for both the 1989 and 1997 Polish associations to each theme word, and two Americans performed the content analysis for the English associations to each theme word. The three resulting categorizations for each theme (two Polish, one English) were synthesized into a single schema through consensus by representatives from each of the two content analysis teams. [See Table A-2 of the Appendix for the example using the theme word *acompany*.@] The resulting composite categorization enabled the team to calculate three numbers for each content category: a Polish point value for 1989, a Polish point value for 1997, and an American point value, determined by adding scores of all Polish and English responses assigned to that category. When the point values for each component are divided by the total score for that word, one determines the relative size of each component in the cognitive representation of that theme.

Components of the word *acompany*@ are shown in bar chart form as in Figure 2. [This bar chart portrays the scores detailed in Table A-2.] Note that each component has three bars: the relative size of Old Polish associations grouped as that component appear as white bars, the relative size of new Polish associations are black ones, and American associations are grey. The newer Polish components appear in descending order, receding in length as one reads down the chart. Older Polish and American associations take a different form, jutting out irregularly as one looks down the figure.

## **RESEARCH FINDINGS**

### **(A) Identifying Dominant Mindsets**

The salience of a theme is the total response score generated by all associations to that theme

by all respondents. It is a measure of what **A**comes to mind in response to the theme, and so serves as an indicator of what themes are foremost in peoples' minds. Table 1 shows the overlap between the top five dominant themes of each group.

The top five themes in Polish minds in 1989 were **A**the market, **A**career, **A**achievement, **A**professionalism, and **A**company. The top five themes in Polish minds in 1997 were **A**competition, **A**company, **A**profits, **A**training, and **A**the market. Two themes appear on both lists, **A**the market and **A**company, but, as reported below, substantially different associations surround these themes in the two different time frames.

The top five themes in American minds, in contrast, were **A**achievement, **A**performance, **A**profits, **A**owner, and **A**career. **A**Performance and **A**owner carry a host of associations in American minds whereas they generate a much less dramatic response in Polish minds. Table 1 highlights these and other noteworthy differences.

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Insert Table 1 about here

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#### (B) Changing Mindsets

The table above examines the top scoring themes from each time period and compares them with the American top scoring themes. Actually all 36 themes can be rank ordered by salience score at each time period, and the themes that changed the most rank can be easily determined. These appear in Table 2.

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Insert Table 2 about here

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The themes that have become much more salient reflect the changed work environment of the post-Communist era. People now are much more conscious of training and competition and personal security. Concerns that once figured prominently -- duty, order, power, and seniority -- now have

largely receded from people's attention.

### COMPONENT ANALYSIS OF KEY THEMES

Semantographs or graphical displays of the results of the analysis can be found in Figures 2 through 5, showing the main components of perception and evaluation of five of the eight different theme words that the study showed were most salient in Polish minds. The five themes are described below.

(a) **company** (firma) - [Figure 2]

Previously Poles regarded companies as institutions with facilities and reputations and brand names. Nowadays they increasingly see them as profit-making, financially-oriented organizations comprised of people holding jobs. Compared to Americans, they are less likely to see companies as employers or large institutions that command loyalty.

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Insert Figure 2 about here

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(b) **the market** (rynek) - [Figure 3]

The earlier group associated the theme **market** with the buying and selling of goods in the marketplace, notably in stores and the city square. But more recent Poles increasingly think in terms of financial markets, the dominant component of American thinking. The newer group also sees less the Black market and regulation and more international activity and market transactions, i.e. the transfer of merchandise and money. Thoroughly missing from the Polish understanding is the notion of dynamism and efficiency of markets, possibly portending some surprises as participants run into the inevitable ups-and-downs of markets.

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Insert Figure 3 about here

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(c) **training** (szkolenie) - [Figure 4]

Previously Poles looked at training as an unpleasant and bureaucratic waste of time, largely linked to learning the Party system. Nowadays Poles understand that training is no longer a waste of time, but rather a necessary and even entertaining way to gain knowledge and skills to improve themselves at work and prepare for job advancement. Americans would agree with this characterization, but they also regard training as an absolute necessity and they envision it taking place in the classroom and through experience.

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Insert Figure 4 about here

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(d) **achievement** (osiagniecia) - [Figure 5]

Poles increasingly see achievement as linked to effort and professional ability, and as one's performance relative to the competition. Americans link it to an optimistic view of life, expressing their faith that by achieving goals they can enjoy the rewards of success. Though there may be obstacles along the way, achievement is a cornerstone of the American dream.

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Insert Figure 5 about here

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(e) **profits** (zyski) - [Figure 6]

Poles in the past understood profits as money and a company's bottom line and benefits.

More recently Poles see profits as a financial concept, i.e. the difference between revenues and expenses and a key source of investment capital. Americans, in contrast, think of profits as goals they want to achieve. They measure results over time, seeking success and wealth.

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Insert Figure 6 about here

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The AGA method generates lists of associations that permit the systematic study of components of meaning, and the resulting semantographs permit comparing cognitive patterns across cultures and over time. Combining these five figures with the table of most salient themes (Table 1), evidently the meanings of the most salient concerns of Polish young people have changed significantly in the past eight years, approaching in many ways the common American ways of thinking: Poles increasingly see markets as financial markets, they see companies as profit-making organizations that give people jobs, they see training as good preparation for job advancement, they see achievement as the mix of ability and effort, and they see profits in terms of revenues, expenses, and investment.

In notable ways, however, Polish associations remain different from the American view: Americans see the dynamism of markets; they see the loyal employees in big companies; they see the necessity of classroom as well as on-the-job training; they appreciate the setting and achievement of goals, and they regard profit goals as steps to success and wealth.

## **CONCLUSION**

The paper proposes a different methodological approach to the study of cultural change than is commonly employed in business research: one based on spontaneous associations rather than responses to survey questions. The wealth of results obtained using associative group analysis

confirms that the application of this method is valuable for describing, explaining and predicting deeper levels of cultural differences by portraying differing and changing systems of meaning demonstrably shared within groups.

As the results of this Polish Alongitudinal@study demonstrate, AGA-generated semantographs provide a fuller picture of differences in cultural understandings than have been shown by traditional survey approaches in prior studies. The analysis of salience among studied themes made it possible to precisely define and make operational the concept of a >dominant mind set= of a studied group.

Uncovering the deep structures of the >dominant mindset= of Polish professional workforce entrants showed that they are still very significantly different from that of Americans. The responses of young Poles reveal a new understanding of the concepts of the market economy and an increased realization of the challenges and demands of personal performance. There is richer appreciation for financial markets and an accounting-based understanding of profit. There is new realization that training is important for career development. However, the notion of dynamic and efficient markets is absent, and the role of goal-setting in wealth accumulation figures less in their thinking.

These windows into the mindset of Poland=s emerging generation suggests that the country is outwardly and inwardly changing. The conduct of its businesses and the organization of its workplaces will likely continue to change if Polish industry is to function effectively in the global economy.

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**Table 1**  
**RELATIVE SALIENCE OF KEY MANAGEMENT THEMES**

	<u>Polish 1989</u>	<u>Polish 1997</u>	<u>American</u>
Top Five MOST SALIENT	<i>the market</i>	<i>competition</i>	<i>achievement</i>
	<i>career</i>	<i>company</i>	<i>profits</i>
	<i>achievement</i>	<i>profits</i>	<i>owner</i>
	<i>professionalism</i>	<i>training</i>	<i>career</i>
	<i>company</i>	<i>the market</i>	<i>performance</i>

**Table 2**  
**MANAGEMENT THEMES THAT CHANGED MOST IN SALIENCE**  
**1989 - 1997**

Top Five SALIENCE Rank GAINERS:

*employee*  
*training*  
*competition*  
*work group*  
*security*

Top Five SALIENCE Rank LOSERS:

*duty*  
*order*  
*consultation*  
*power*  
*seniority*

**Appendix**  
**ASSOCIATIVE GROUP ANALYSIS: DATA ANALYSIS ILLUSTRATION**

Table A-1 shows the 1997 response list for the theme **Acompany@**

Table A-2 shows the components of the theme **Acompany@**

These tables support the construction of the bar chart in Figure 2, which reveals the relative salience of each particular content category for the given theme word. It introduces new precision to our understanding of the components of meaning for theme word **Acompany@** in the minds of young Poles and Americans.

Table A-1  
**SCORED RESPONSES TO THE STIMULUS WORD *COMPANY* (*firma*)**  
**1997**

<u>Polish association</u>	<u>English translation</u>		<u>Score</u>
akcje	shares		10
aktywa	assets	10	
awans	promotion		10
bank	bank		9
biuro	office		30
biznes	business		11
branża	branch of industry		11
budynek	building		7
cel(e)	goal		10
dochód(y)	income	29	
dom	house		12
działalność	activity	36	
duża	large		10
fabryka	factory	6	
film(tytuł)	a movie (titled <b>AThe Firm@</b> )		13
finanse	finances	10	
giełda	stock exchange		9
gospodarka	economy		11
grupa(ludzi)	group		4
handel	trade		25
handlowa	commercial		13
image	image		8
innowacyjność	innovation	6	
instytucja	institution		7
interes(y)	business dealings		16
inwestycje	investments		10
jakość	quality		17
jednostka organizacyjna	unit		11
kapitał	capital		10
kariera	career		10
kierownk(ctwo)	manager		6

klient(ci)	client	9
<b>COMPANY</b>	<b>Firma</b> (continued)	

2/3

<u>Polish association</u>	<u>English translation</u>	<u>Score</u>
kodeks handlowy	commercial code	11
komputer	computer	9
konferencja	conference	6
konkurencja	competition	19
konto	account	10
koszty	costs	7
krzak	bush	13
ludzie	people	56
logo	logo	18
lojalność	loyalty	8
majątek	fortune	21
mała	small	8
marka	brand name	32
marketing	marketing	19
menadżer	manager	10
miejsce pracy	place of work	61
możliwości	capabilities	6
my	we	7
nazwa	name	77
nowoczesność	modern	6
obowiązek	duty	6
obroty	turnover	8
ochrona prawna	legal protection	7
organizacja	organization	68
państwowa	state	11
pasywa	liabilities	9
personel	personnel	7
pieniądze	money	95
plan(y)	plan(s)	7
podmiot gospod	economic agent	7
podatki	taxes	9
pomysły	ideas	12
praca	work	129
pracodawca	employer	16
pracownicy	employees	40
prestż	prestige	10
problem(y)	problem(s)	3
produkcja	production	22
produkt(y)	product(s)	9
prywatna	private	26
prywatyzacja	privatization	8
przedsiębiorczość	entrepreneurship	10
przedsiębiorstwo	enterprise	213

przedsięwzięcie	undertaking	11
reklama	advertisement	14

**COMPANY**                      **Firma**                      (continued)

3/3

<u>Polish association</u>	<u>English translation</u>	<u>Score</u>
rozwój	development	42
rynek	market	22
ryzyko	risks	4
samochód	car	6
siła	strength	5
spółka	company	60
spółka akcyjna	public company	7
sprzedaż	sales	5
strata(y)	losses	7
strategia	strategy	8
struktura	structure	16
sukces	success	8
szkolenie	training	5
usługi(a)	services	13
usługowa	service company	14
wartość	value	7
wielkość	size	4
właściciel	owner	13
własna	one's own	16
własność	property	15
współpraca	cooperation	10
wyjazdy	travel	6
wynagrodzenie	remuneration	8
zagraniczna	foreign	9
zakład(pracy)	place of work	17
zarobek(ł)	pay	18
zarząd	board	18
zarządzanie	management process	21
zasoby(ludzkie)	human assets	6
zatrudnienie	employment	24
zespół(ludzi)	team	25
znak	trademark	31
życie	life	9
zysk(i)	profits	66

Table A-2  
**COMPONENTS OF PERCEPTION AND EVALUATION  
 OF THE STIMULUS WORD 'TRAINING' (*szkolenie*)**

<i>Content Category</i> underlying components	Old Polish score	New Polish score	American score
<b><u>TRAINING</u></b>			
<b>szkolenie</b>			
<b><i>Political Party/Military</i> (<i>partia/wajsko</i>)</b>	192	14	--
Po: military(wojsko)(101), party(partia)(38), compulsory(przymus)(9), defense(obrona)(9), completing military service(skończenie)(8), discipline(dyscyplina)(8), submission(submisja)(7), duty(obowiązek)(6), propaganda(propaganda)(6)			
Pn: duty(obowiązek)(14)			
A:			
<b><i>Learning</i> (<i>uczenie</i>)</b>	152	24	101
Po: studying at a university(studiowanie)(138), learning(uczenie się)(14)			
Pn: getting to know(poznawanie)(16), studying at a university(studiowanie)(8)			
A: learn(ing)(69), study(ing)(32)			
<b><i>Classroom Program</i> (<i>zajęcia</i>)</b>	64	153	119
Po: courses(kursy)(54), lessons(lekcje)(10)			
Pn: courses(kursy)(76), lecture(wykład)(21), classroom(sala)(12), classes(zajęcia)(11), lecturing(wykładanie)(8), materials(materiały)(7), lesson subject(temat)(6), projector(rzutnik)(6), subject(przedmiot)(6)			
A: school(ing)(57), seminars(19), program(11), books(12), course(10), material(s)(10)			
<b><i>Knowledge</i> (<i>wiedza</i>)</b>	61	192	33
Po: knowledge(wiedza)(33), information(informacje)(12), ideology(ideologia)(10), theory(teoria)(6)			
Pn: knowledge(wiedza)(133), news information(wiadomości)(25), information(informacje)(16), theory(teoria)(9), ignorance(niewiedza)(9)			
A: knowledge(23), extensive(10)			
<b><i>Preparing</i> (<i>przygotowanie</i>)</b>	53	73	28
Po: preparing(przygotowanie)(25), training(trening)(17), internship(praktyka)(11)			
Pn: training(trening)(18), exercise(ćwiczenia)(16), preparing(przygotowanie)(16), process(proces)(12), internship(praktyka)(11)			
A: preparation(ing)(19), begin(ning)(9)			
<b><i>Skills/Qualifications</i> (<i>umiejętności/kwalifikacje</i>)</b>	51	74	72
Po: qualifications(kwalifikacje)(51)			
Pn: skills(umiejętności)(60), specialization(specjalizacja)(8), talents(uzdolnienia)(6)			
A: skills(64), technical(8)			

**TRAINING (continued-2)**

<b><i>Educating (edukacja)</i></b>	48	351	184
Po: teaching(uczenie)(26), extra education(dokształcanie)(22), Pn: a science education(nauka)(223), teaching(uczenie)(57), extra education(dokształcanie)(20), getting to know(poznawanie)(16), more education (douczanie)(11), educating(kształcenie)(10), education(edukacja)(8), help(pmoc)(6) A: education(120), teach(ing)(32), help(ful)(13), institution(12), guidance(7)			
<b><i>Specialized type (specjale)</i></b>	48	70	--
Po: OSHA(BHP)(31), sanitary(sanitarne)(17) Pn: computer(komputerowe)(41), language(językowe)(15), OSHA(BHP)(14) A:			
<b><i>School (szkola)</i></b>	46	95	--
Po: school(szkoła)(38), higher education(wyższe wykształcenie)(8) Pn: school(szkoła)(68), university(uniwersytet)(16), pupil(uczeń)(11) A:			
<b><i>Improvement/Development (polepszanie)</i></b>	41	270	84
Po: improvement (polepszanie) (35), calling someone an idiot(robić z kogoś idiotę)(6) Pn: improvement of qualifications(podnoszenie kwalifikacji)(104), perfecting(doskonalenie)(73), development(rozwój)(58), contacts(znajomości)(9), quality(jakość)(9), betterment(ulepszenie)(6), effectiveness(efektywność)(6), perfection(perfekcja)(5) A: development(44), improvement(16), growth(11), expansion(10), expanding(3)			
<b><i>Waste of time (strata czasu)</i></b>	38	51	--
Po: boring(nudne)(32), whiner(maruda)(6) Pn: bore(nuda)(18), lots of time(duzo czasu)(17), loss of time(strata czasu)(16) A:			
<b><i>Professional/Management (zawodowe/menadżer)</i></b>	34	73	30
Po: professional(zawodowe)(25), profession(zawód)(9) Pn: professional(zawodowe)(60), manager(menadżer)(13) A: management(21), supervision(9)			
<b><i>Teacher (nauczyciel)</i></b>	28	31	--
Po: teacher(nauczyciel)(16), professor(professor)(6), scholar(naukowiec)(6) Pn: lecturer(wykładowca)(11), lecturer(lektor)(8), instructor(instruktor)(6), teacher(nauczyciel)(6) A:			
<b><i>Entertainment (wyjazd)</i></b>	17	82	--
Po: trip(podróż)(11), vodka(wódka)(6) Pn: excursion(wyjazd)(49), entertainment(rozrywka)(11), rest(odpoczynek)(9), play(zabawa)(7),			

drunk(pijaństwo)(6)

### TRAINING (continued-3)

<b>Conference</b> (zebranie)	17	45	--
Po: conference(konferencja)(11), lecturing conference(kurso konferencja)(6)			
Pn: meeting(spotkanie)(10), to participate(uczestniczyć)(8), delegations(delegacje)(7), gatherings(zjazdy)(7), meeting(zebranie)(7), discussion(rozmowa)(6)			
<b>Other</b> (inne)	13	17	--
Po: animal training(tresura zwierzą)(13)			
Pn: driver's license(prawo jazdy)(12), dogs(psa)(5)			
<b>Experience</b> (doświadczenie)	8	26	45
Po: experience(doświadczenie)(8)			
Pn: experience(doświadczenie)(26)			
A: on-the-job(25), experience(20)			
<b>Testing</b> (ocena)	7	18	30
Po: test(test)(7)			
Pn: exam(egzamin)(11), grade/evaluation(ocena)(7)			
A: testing(12), formal(10), performance(8)			
<b>Advancement/Reward</b> (postęp)	--	144	22
Po:			
Pn: promotion(awans)(33), money(pieniądze)(25), possibilities(możliwości)(16), award(nagroda)(13), salary(zarobki)(11), diploma(dyplom)(8), better job(lepszej pracy)(7), change of work(zmiana pracy)(7), advantage(przewaga)(6), position(pozycja)(6), prestige(prestż)(6), satisfaction(satysfakcja)(6)			
A: advancement(ed)(13), career planning(9)			
<b>Job</b> (praca)	--	143	40
Po:			
Pn: company(firma)(45), employee(pracownik)(45), work(praca)(29), staff(kadra)(11), group(grupa)(8), people(ludzie)(6)			
A: job(28), work(12)			
<b>Cost/Investment</b> (koszt/inwestycja)	--	75	--
Po:			
Pn: investment(inwestycja)(20), costs(koszty)(16), expense(wydatek)(6)			
A:			
<b>Necessary</b> (potrzeba)	<u>  --  </u>	<u>  38  </u>	<u>  55  </u>
Po:			
Pn: necessary(potrzeba)(23), useful(pozyteczne)(15)			
A: necessary(29), essential(12), lacking(7), required(7)			



Table A-2  
**COMPONENTS OF PERCEPTION AND EVALUATION  
 OF THE STIMULUS WORD 'COMPANY' (*firma*)**

<i>Content Category</i> underlying components	Old Polish score	New Polish score	American score
<b><u>COMPANY</u></b>			
<b>firma</b>			
<b><i>Firm</i></b> ( <i>przedsiębiorstwo</i> )	158	327	277
Po: enterprise(przedsiębiorstwo)(124), business(biznes)(22), cooperative(spółdzielnie)(12)			
Pn: enterprise(przedsiębiorstwo)(213), company(spółka)(60), economy(gospodarka)(11), business(biznes)(11), type of industry(branża)(11), economic agent(podmiot gospodarczy)(7), institution(instytucja)(7), public company(spółka akcyjna)(7)			
A: firm(92), business(66), corporation(50), entity(19), industry(16), incorporated(13), multinational(11), institution(10)			
<b><i>Profits/Outputs</i></b> ( <i>zysk</i> )	115	256	93
Po: profit(zysk)(60), money(pieniądze)(43), products(produkty)(12)			
Pn: money(pieniądze)(95), profit(zysk)(66), income(dochód)(29), earnings(zarobek)(18), goal(cel)(10), product(s)(produkt(y))(9), wealth(majątek)(21), strategy(strategia)(8)			
A: profits(able)(51), goals(22), product(20)			
<b><i>Facility</i></b> ( <i>zakład pracy</i> )	102	121	11
Po: workplace(zakład pracy)(102)			
Pn: place of work(miejsce pracy)(61), office(biuro)(30), workplace(zakład pracy)(17), building(budynek)(7), factory(fabryka)(6)			
A: place of employment(11)			
<b><i>Brand name</i></b> ( <i>znak</i> )	100	180	9
Po: trademark(znak firmowy)(63), trademark(znak)(16), name(nazwa)(8), identification(identyfikacja)(7), advertisement(reklama)(6)			
Pn: name(nazwa)(77), brand name(marka)(32), trademark(znak)(31), logo(logo)(18), advertisement(reklama)(14), image(image)(8)			
A: image(9)			
<b><i>Business Activity</i></b> ( <i>działalność</i> )	82	205	--
Po: production(produkcja)(20), services(usługi)(15), market(rynek)(11), merchandise(toware)(8), expert(ekspert)(7), activities(czynności)(7), marketing(marketing)(7), to produce(produkować)(7)			
Pn: activity(działalność)(36), trade(handel)(25), market(rynek)(22), production(produkcja)(22), competition(konkurencja)(19), marketing(marketing)(19), business dealing(s)(interes(y))(16), services(usługi)(13), commercial code(kodeks handlowy)(11), client(klient)(9), turnover(obroty)(8), sell(sprzedaż)(5)			
A:			

**COMPANY (continued-2)**

<b>Types (rodzaje)</b>	81	60	8
Po: foreign-owned Polish(polonijna)(23), law(prawna)(18), crafts(rzemieśnicza)(18), trading(handlowa)(8), consulting(konsultingowa)(8), foreign(zagraniczna)(6)			
Pn: service company(usługowa)(14), the movie The Firm(13), trading(handlowa)(13), state(państwowa)(11), foreign(zagraniczna)(9)			
A: IBM(8)			
<b>Reputation (reputacje)</b>	77	32	18
Po: quality(jakość)(43), good(dobry)(16), solid(solidna)(12), good name(dobreimie)(6)			
Pn: quality(jakość)(17), prestige(preść)(10), strength(sila)(5)			
A: power(ful)(10), impersonal(8)			
<b>Entrepreneurship/Innovation (przedsiębiorczość)</b>	56	100	--
Po: entrepreneurship(przedsiębiorczość)(23), intent(inicjatywa)(15), independence(niezależność)(12), creativity(kreatywność)(6)			
Pn: development(rozwój)(42), ideas(pomysły)(12), undertaking(przedsięwzięcie)(11), entrepreneurship(przedsiębiorczość)(10), plans(plany)(7), innovation(innowacyjność)(6), modernity(nowoczesność)(6), possibilities(możliwości)(6)			
A:			
<b>Job/Work (praca)</b>	46	193	51
Po: work(praca)(33), employment(zatrudnienie)(13)			
Pn: work(praca)(129), employee(pracownicy)(40), employment(zatrudnienie)(24)			
A: jobs(21), work(21), employees(9)			
<b>Costs/Risks (koszty/ryzyko)</b>	43	37	--
Po: taxes(podatek(i))(18), troubles(kłopoty)(9), bankrupt(zbankrutowany)(8), bankruptcy(bankructwo)(8)			
Pn: taxes(podatki)(9), costs(koszty)(7), legal protection(ochrona prawna)(7), losses(strata)(7), risks(ryzyko)(4), problems(problemy)(3)			
A:			
<b>Organized group (grupa)</b>	39	255	185
Po: organization(organizacja)(26), people(ludzie)(13)			
Pn: organization(organizacja)(68), people(ludzie)(56), team(zespół ludzi)(25), structure(struktura)(16), contact(krzak)(13), house(dom)(12), organizational unit(jednostka organizacyjna)(11), cooperation(współpraca)(10), life(życie)(9), personnel(personel)(7), us(my)(7), conference(konferencja)(6), human resources(zasoby ludzkie)(6), training(szkolenie)(5), group of people(grupa ludzi)(4)			
A: organization(ized)(117), group(15), family(12), group of employees(11), whole(11), team(10), body(9)			
<b>Privately owned (własność prywatna)</b>	37	50	--
Po: private(prywatna)(37)			

Pn: private(prywatna)(26), own(własna)(16), privatization(prywatyzacja)(8)

A:

### COMPANY (continued-3)

<b><i>Boss/Employer</i></b> ( <i>szef/pracodawca</i> )	25	84	51
Po: boss(szef)(19), hierarchy(hierachia)(6)			
Pn: managing(zarządzanie)(21), board(zarząd)(18), employer(pracodawca)(16), owner(właściciel)(13), manager(menadżer)(10), boss(kierownik)(6)			
A: employer(32), work for(12), management(7)			
<b><i>Capital/Finances</i></b> ( <i>kapitał</i> )	25	109	--
Po: property(własność)(11), capital(izm)(kapitał(izm))(14)			
Pn: property(własność)(15), account(konto)(10), assets(aktywa)(10), capital(kapitał)(10), finances(finanse)(10), investment(inwestycja)(10), bank(bank)(9), liabilities(pasywa)(9), shares(akcje)(10), stock exchange(giełda)(9), value(wartość)(7)			
A:			
<b><i>Salary/Benefits</i></b> ( <i>zarobki/korzyści</i> )	23	29	27
Po: earnings(zarobki)(16), benefits(korzyści)(7)			
Pn: remuneration(wynagrodzenie)(8), computer(komputer)(9), car(samochód)(6), travel(wyjazdy)(6)			
A: security(13), benefits(7), salary(7)			
<b><i>Career</i></b> ( <i>kariera</i> )	22	28	--
Po: fame(sława)(16), satisfaction(satysfakcja)(6)			
Pn: career(kariera)(10), promotion(awans)(10), success(sukces)(8)			
A:			
<b><i>Loyalty</i></b> ( <i>lojalność</i> )	18	14	43
Po: certainty(pewność)(11), trust(zaufanie)(7)			
Pn: loyalty(lojalność)(8), duty(obowiązek)(6)			
A: loyalty(43)			
<b><i>Size</i></b> ( <i>rozmiar</i> )	14	22	31
Po: small(mały)(14)			
Pn: big(duża)(10), small(mała)(8), size(wielkość)(4)			
A: large(13), big(9), small(9)			
<b><i>Social Gathering</i></b> ( <i>przyjaciele</i> )	--	--	<u>66</u>
A: friends(41), invitations(8), dinner(6), guest(6), dinner party(5)			
	1063	2102	870

Figure 1  
**MODEL OF ECONOMIC PARTICIPATION**

Figure 2  
**SEMANTOGRAPH OF THE THEME *COMPANY***

Figure 3  
**SEMANTOGRAPH OF THE THEME *THE MARKET***

Figure 4  
**SEMANTOGRAPH OF THE THEME *TRAINING***

Figure 5  
**SEMANTOGRAPH OF THE THEME *ACHIEVEMENT***

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Figure 6  
**SEMANTOGRAPH OF THE THEME *PROFIT***